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ABSTRACT

This booklet provides answers to questions that may arise when learning or socially disabled children are placed in regular classrooms. The introduction gives the background of classifying students in the New Jersey school system and lists the twelve classification categories: (1) emotionally disturbed; (2) neurologically impaired; (3) trainable mentally retarded; (4) visually handicapped; (5) auditorily handicapped; (6) educable mentally retarded; (7) communication handicapped; (8) orthopedically handicapped; (9) chronically ill; (10) socially maladjusted; (11) perceptually impaired; and (12) multiple handicapped. Questions from the perspectives of various school personnel are treated in separate categories: regular classroom teachers, special education teachers, parents, school administrators, classified students, and bus drivers. The answers discuss the definition of classification and such topics as individualized education programs, how to approach disciplinary problems, feelings of frustration, and when and where to ask for help. (FG)

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# Answers to Questions Frequently Asked About the Classified Student

A PROFESSIONAL SUPPLEMENT PROVIDED THROUGH
THE CENTRAL BURLINGTON COUNTY REGION FOR
SPECIAL EDUCATION
Dr. Blossom S. Nissman, Coordinator

"Special Education Information Series"
Booklet #5

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## INTRODUCTION

New Jersey State Law requires that each school district have available the services of a Child Study Team (CST) that is professionally trained to diagnose and plan the remediation of learning disabilities. The CST consists of a psychologist a learning consultant and a social worker as well as other members of the school staff needed to determine the learning disability of a student. The other staff members may include the school nurse, a speech therapist, the school principal, the classroom teacher, as well as outside professionals such as psychiatrists, neurologists, optometrists. etc.

Using the services of these professionals, a composite report is developed to identify the referred student's learning or behavior problems and to suggest how these learning or behavior problems can best be remediated. The identification of the problem is indicated by the student's classification into one of twelve categories. These are:

1) Emotionally Disturbed (ED)
2) Neurologically Impaired (N.I.)
3) Trainable Mentally Retarded (TMR)
4) Visually Handicapped (V.H.)
5) Auditorily Handicapped (AH)
6) Educable Mentally Retarded (EMR)
7) Communication Handicapped (CH)
8) Orthopedically Handicapped (OH)
9) Chronically Ill (CI)
10) Socially Maladjusted (SM)
11) Perceptually Impaired (PI)
12) Multiple Handicapped (MH)

These classifications can be found listed in the New Jersey Administrative Code Booklet (pp. 23.24) given to you by the Child Study Team. A detailed description of these classifications can be found in the Parent Section under Question #3

Classification means that a student has been identified as having learning or social problems as described in one or more of these twelve categories. Placement of the classified child is required by law to be in a class or setting that provides him/her with the best environment for learning. This is often referred to as "the least restrictive environment." This setting may be a resource room for several hours a day, while still enrolled in the regular classroom, a self-contained classroom or an outside placement in a public or private day or residential facility.

When classified students are placed in a new learning environment, there are often many questions that arise. The purpose of this booklet is to provide answers and to inform all those affected by this placement that the CST and other school staff members are eager to respond to your concerns and questions.

We hope that the following material will be of help to you. We present it to you as another way to encourage and support the partnership between the home and school.

Blossom S. Nissman, Ed. D.
Regional Coordinator

## DEDICATION

This booklet is dedicated to all those who care about children.

Special appreciation to:

Candice Bradley
Carrie Rudolph
Dr. Mary Jane Ward
Mary Wolfe
Dr. Arthur Bogdan

for their suggestions and help.

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## Responses to the Regular Classroom Teacher's Questions

1) - Q - How do I know the specific academic and other special needs of the classified child that is mainstreamed into my class?

A - You will receive an IEP or Individual Educational Plan for each classified child. This will clearly identify this child's special academic, social, emotional and psychological needs. You also have available to you a review of his/her records and classification materials. The members of the Child Study Team will be available to you upon request to respond to any questions or concerns about this child. In many instances, this child is being mainstreamed into your class from a self-contained special class placement. The teacher of this class will work closely with you to assure the success of this placement.

2) - Q - How can I be sure that the student mainstreamed in my class will find the experience rewarding?

A - There is no specific answer to this question that could guarantee success in this placement. All that can be expected of you as a professional is that you make every effort possible to provide this student with the same caliber of instruction as you do others in your class. A child is mainstreamed because he/she is felt to be ready to re-enter the regular school program in this particular subject area and for this period of time. If you take into consideration that the student wants to succeed, that this identification of special needs has no doubt put a dent in his/her feeling of self-assurance and that he/she has been out of the mainstream previous to this placement, your patience and understanding will help build a firm foundation for success.

3) - Q - How can I determine the parents' feelings and attitudes toward their child's special placement?

A - The school social worker on the CST will be able to give you some input regarding parent involvement and cooperation. It also is important to be frank and honest with parents and freely involve them in the educational needs of their child just as you would do with any other student in your class. As with regular students, the quality of parent involvement varies. The classification of a child is a cause of disappointment and concern of most parents. We all want our children to be and have the best in regard to all experiences in their life. Parents who have children who need special help usually accuse themselves or each other of causing these problems. Therefore, as one of the child's teachers, it is important that you interact with these parents on a positive

level, sensitive to their concern and frustration that is part of admitting an imperfection in one of their children.

4) - Q -How can I most quickly and efficiently judge the self-image this child has so I can work with him/her most effectively?

A -Information will be available to you through the testing of the psychologist and learning consultant. Feel free to inquire about this from these professionals. It is also helpful, upon the initial placement of this child, to talk with him/her and be sure he/she feels secure in the classroom routine and comfortable with his/her peers. This can be facilitated by giving the new entrant a class partner who he/she can seek out to respond to his/her questions rather than having to ask you (the teacher). A child's positive self-image is directly related to his/her feelings of success. Therefore, the more successful he/she is in your class, the more positive he/she will feel about him/herself.

5)-Q - What can be done to help make the child's transition into a Special Education Class easier?

A - If you consider this placement similar to that of any new student entering your classroom, the transition should be successful.

6)-Q - How will I be able to work with the mainstreamed child and meet his needs and still cope with the other students in my class?

A - A mainstreamed student should be able to work effectively in the class into which he/she has been mainstreamed if the placement is for academic growth. On some occasions, placement may be made for social growth providing interaction with his/her peers. It is important that you review the IEP and see exactly what is expected of you. If you find the student cannot adjust or is having problems, you should seek out the CST members or the Special Class teacher to assist you in adjusting or modifying the transition into your class. The cooperation between all those involved in the placement is essential.

7)-Q - How do I grade this child?

A - Each school has its own procedures for grading mainstreamed children. Consult with your school principal to determine the procedure in your school. It is imporatnt that the student be graded fairly and have realistic goals and expectations so that he/she can clearly see his/her own progress.

8) - Q - What adaptations or changes need to be made in my teaching style in order to accomodate this child's learning style?

A - It is important that you do not over-react to the needs of a classified child. Often his/her needs are subtle and not too different from other students. For the classified child, a general need is to move at a slower pace in order that he/she can take a little more time to assimilate knowledge while coping with whatever the disability is that keeps him/her from learning through normal learning techniques. You will find others in your heterogeneous classes that will work similarly with your classified students even though they are not classified. This is because some students learn to cope with their learning disabilities on their own and are never classified. Therefore, you should treat the classified child as you would any other child in your class, responding to his/her needs as they arise.

9) - Q - If the child has emotional or physical problems, what changes will I need to make?

A - Physical problems would, of course, necessitate a consideration of placement to consider safety and other needs. For example, a child with an auditory problem should be placed in the front of the room so he/she can hear clearly. A child in a wheel chair should be near an exit, so he/she can easily be transported in case of a fire drill or other rapid exit of the room. Any kind of sight problem should be considered. The child who is hypersensitive to sound should be placed away from the windows or hallways to avoid these distractions. A child who is hyperactive should be able to move around the room with ease, without disturbing others. The point is, good classroom management works for all children regardless of their individual differences.

10) - Q - How do I cope with the child's inability to do some of the basic skills I require the rest of my class to do?

A - You respond just as you do for the other children in your class that have difficulty achieving understanding of the basic skills you teach. Actually, for those children who are classified, you have additional information that can help you understand why this child cannot learn these basic skills. Ordinarily, in the regular classroom, there are the children that have difficulty learning and it is up to you to determine why. Therefore, your professional training and judgment will help you in determining how to teach these classified children their basic skills just as it does for your regular students.

11) - Q - I am not a trained teacher of the handicapped. How am I able to have this child in my class?

A - Unfortunately, there is a misconception that there is some magical process, known only to teachers of the handicapped,

that enables the classified child to learn. A child that is mainstreamed should be capable of responding to your techniques of learning that you use with your students who are of varying capabilities. In teaching your regular class, you use a variety of approaches. The classified child should be able to respond to one of these approaches just as other students in your class. The special needs of the classified child are primarily met through his/her experiences with the teacher of the handicapped from whose class he is mainstreamed. If the student is not responding through your teaching procedures, you should consult with his/her Special Education teacher to find out what can be done to provide greater success in your classroom. You need not have training as a Special Education teacher to work with a mainstreamed child.

12) - Q - What do I tell the rest of the class regarding the child's placement in a special education setting?

A - The truth is the best approach. Most of the child's peers are already aware that this child has been having difficulty, going for tests, etc. The best explanation when the child leaves the regular classroom for placement in a special class is "John needs additional help so he can get the most out of school, so he will be in Mrs. Harris's class where there are less children and he will get more individual help on his skills". If they then ask when and if he'll return to your class, you respond with the truth "When he/she is ready, he/she will be moving back on his/her grade level, so you will probably have some classes together through your years of school."

13) - Q - How can I help the classified child be successful in his/her peer relationships when he is mainstreamed in my class?

A - Much of the interaction among children in the same class is the result of the natural dynamics of individuals reacting to one another. You, as the classroom teacher, can most effectively encourage peer interaction with the mainstreamed child by including him/her in the class as an equal member of the group. Thus, he/she must follow the same rules and regulations, accept the same limitations and requirements of the other students and in no way be given unfair preferential treatment that does not relate to his/her special learning disability. All children are unique and this uniqueness should be recognized as an asset rather than a liability. This natural community spirit within a classroom is conducive to positive social growth. Nurturing this climate will result in successful peer relationships.

14) - Q - How do I explain the different expectations I have for Special Education students in comparison to my regular students?

A - There should be no more need to explain to the other students about your expectations of the classified student any more than you need to explain your expectations for the other students. Students will be receptive to the private understanding between teacher and student for themselves as well as others.

15) - Q - How do I deal with parents of the other students that discourage their children from associating with the Special Education students?

A - A good classroom climate would not isolate the classified child. Other than those children who are conspicuously different because of physical handicaps, there is no reason why the classified child should be labeled in the classroom. The question is, "What is happening in your classroom that identifies this child as classified"? If a student is truly mainstreamed he/she should "fit" comfortably into the classroom and not be so conspiciously different that the other children feel this difference. There are children in every classroom who are slower learners or faster learners than others. Do parents prevent their association with others? If this is a particular problem, you need to meet with these parents and clarify misconceptions they harbor regarding the mainstreamed student.

16) - Q - Do I assign homework to the classified student?

A - Yes, if it is appropriate and will aid in the learning process. No, if it is only busy work and he/she has difficulty working independently.

17) - Q - What do I do if I feel the mainstreaming of a student is not working?

A - Consult immediately with the CST and the child's special education teacher. Be prepared to give objective as well as subjective support to your conclusions.

18) - Q - Do I have to include the cost of special materials I need for some mainstreamed students from my regular classroom budget?

A - The special student that is mainstreamed should not need any special tools unless that student has a physical problem such as a hearing aide, braille books, etc. This cost is covered through a special education budget and should not infringe on your regular classroom purchases.

## Responses to the Special Education Teacher's Questions

1) - Q - Other than the information on the IEP, how can I find further information regarding the classified child's academic, emotional and psychological needs?

A - The CST has further information dealing with these questions and will review any questions you may have. It also may be helpful to talk to the student's previous teacher (before he/she was classified). A conference with his/her parents early in the year would also be helpful.

2) - Q - How can I cope with the parent's feelings and attitudes toward the placement of their child in my special education class?

A - The CST works with the parents in order to help them understand the need for special class placement. In order for the placement to be finalized, the parents must be in agreement with the classification and placement. Therefore, your role would be to keep an open line of communication with the parents so that they will be fully aware of the progress of their child. Parents generally find the placement initially difficult for it usually confirms their dread that something is wrong with their child. You can be a great comfort to them if you share with them the successes and progress of their child so that they see the school as a place of learning that responds to their child's special needs.

3) - Q - How can I help the child make the most successful adjustment to his/her placement in my special education class?

A - If you are sensitive to the child's needs for adjustment in a new environment, there should be no difficulty. Since the special education class does, by law, limit the number of students, to provide an opportunity for the teacher to work closely with each child, there should be adequate opportunity for you to respond quickly to the normal stresses and frustrations of this new environment.

4) - Q - If mainstreamed, how can I help the child cope with the changes encountered going from the special education class to the regular class?

A - Most children are eager to be mainstreamed because it signifies the first step taken in getting back to the normal class. Therefore, it is so important that when a child is mainstreamed, he is ready for this experience. The anticipation of returning to an environment that has previous memories of rejection must be handled sensitively.

The child must have some assurance of success and this can only be provided if the child is well prepared to participate in the class activity. You, as the special education teacher, can obtain from the mainstream classroom teacher materials to provide the background knowledge for the student so he/she can move easily into the learning group. The social adjustment will, therefore, be the initial concern for the classified student will already be exposed to the academic materials in his own special class - an unthreatening environment.

5) - Q - How can I work most productively with the classroom teacher who is mainstreaming one or more of my students?

A - By responding patiently and quickly to any concerns and questions the teacher may have and reinforcing any work the child does in the regular class by review and supplementary materials.

6) - Q - What involvement will I have in the formulation of the classified student's IEP?

A - After you have worked with the student for a certain period of time (each district differs in its schedules), you will be asked to evaluate the student's progress regarding the goals and objectives of the original IEP. You will have extensive input in the revised IEP for the second year for you will have had the most direct and significant contact with the student. You will work closely with the Learning Consultant in any revision of the IEP. Parents of the student will also be involved.

7) - Q - How will I be able to monitor the mastery of skills outlined in the IEP, while the child is in "mainstreamed" classes?

A - The teacher of the mainstreamed subjects will be responsible for providing subjective and objective evaluations of the student's progress in their area. It is not necessary for you to re-evaluate their work in these areas but rather accept the professional judgment of your colleagues.

8) - Q - What involvement will I have in staffing this child?

A - The classified child is staffed prior to placement in your class so you would have no involvement in the original staffing. If the child is being declassified or his/her classification changed after placement and participation in your class, you will be involved in the staffing either through your written comments and recommendations or through your attendance at a staffing dealing with these concerns.

9) - Q - If the child placed in my special education class is from outside my district, how will this affect my involvement and the CST's involvement with the child?

A - Your involvement remains the same as when a child is from your district except that you will work directly with the CST of the child's sending district and should feel free to contact them at any time with questions and concerns.

10) - Q - Just what exactly is my part in the whole classification procedure? What if I don't agree with the decision of the CST?

A - The role of the teacher in the classification process is twofold. First, the teacher that refers the child is responsible for providing as much objective input as possible to assist the CST in determining the specific problems of this child. Secondly, the teacher receiving the classified child is responsible for fulfilling the IEP of the child and responding to the areas of need as identified through the IEP by the CST. If, after a reasonable trial period, you find the child is not responding or exhibits other problems not recognized by the CST, it is your professional obligation to provide this feedback to the CST and work with them in the revision of the IEP or the change in placement and/or classification.

11) - Q - Are changes in placement and/or classification limited to a one year cycle or can I recommend placement and/or review of a child in my class at varying times during the school year, if I feel this would be appropriate?

A - Yes, our mutual concern is the best educational setting for each child. It is your professional responsibility to use your judgment in supporting this most appropriate placement.

## Responses to Parent Questions

1) - Q - When I am asked to give permission for my child to be tested by the CST, what does this mean?

A - Your child is having some difficulty in school and through the combined expertise of the CST personnel an effort will be made to find out why and to determine what would be the most educationally sound response to this problem.

2) - Q - Does this mean my child will be labeled one of the classifications and placed in a special class?

A - Not always. Often after the initial review, the student is found to need some aid that can be provided directly through the regular classroom teacher and therefore, he/she is not formally classified.

3) - Q - What does "classified" mean?

A - This is the technical term used to indicate that the child has been diagnosed as having a specific learning disability. The classifications described below are those identified as valid classification in the State of New Jersey regarding special education needs. If a child is mainstreamed into a class and has been identified as P.I., N.I., EMR, etc., this definition list should help you to understand the limitations of this child. Many children that have specific learning or physical handicaps have learned to overcome these handicaps through alternate means or through specific guidance in this area. A child that succeeds in this endeavor is declassified and is no longer considered handicapped. It is important to remember that a child is not classified "special education" forever. Once the problem is solved, it is no longer a problem. In other words, we must be careful that the diagnosis does not outlast the disease!

The following words and terms, when used in these regulations, have the following meanings unless the context clearly indicates otherwise. "Educationally handicapping condition" means one which impairs the pupil physically, emotionally, intellectually, academically or socially to such an extent that special education and related services as determined and described in these regulations are necessary to provide a free and appropriate education. These condition shall include:

AUDITORILY HANDICAPPED (AH) - means an inability to hear within normal limits due to physical impairment or dysfunction of auditory mechanisms as distinguished by the following:

1. "Deaf" means loss of hearing, which is so severe that the pupil is impaired in processing linguistic information through hearing, with or without

amplification and educational information is adversely affected.

2. "Hard of hearing" means a loss or hearing, which may be permanent or fluctuating and adversely affects a pupil's educational performance, but which is not severe enough to warrant classification of a pupil as "deaf".

CHRONICALLY ILL (CI) - means a temporary or permanent health condition which makes it impractical to receive adequate instruction through a regular school program and is distinguished by the following:

1. "Chronic illness" means a chronic condition such as tuberculosis, lowered vitality, cardiac condition, leukemia, asthma, seizure disorders, or other physical disabilities which make it impracticable for the child to receive adequate instruction through the regular school program.

2. "Eligible for home instruction" means a temporary illness or injury which required individualized instruction be provided to pupils confined to their homes or hospitals for a short period of time as determined by the school physician.

COMMUNICATION HANDICAPPED (CH) - means impaired native speech or language that is outside the range of acceptable variation and adversely affects a pupil's educational performance and/or interpersonal relationships and is not due primarily to hearing impairment as defined under "Auditorily handicapped," as distinguished by the following:

1. "Communication handicapped" means a communication disorder in native speech or language to a severe extent which seriously interferes with the ability to use oral language to communicate.

2. "Eligible for speech correction services" means a condition characterized by the presence of defective and incorrect sounds, including substitutions, omissions, additions, distortions of the speech sounds and other speech impediments as defined in rules and regulations pursuant to Public Law 94-142 which require individualized instruction by a speech correctionist, (and is not due primarily to hearing impairment as defined under "Auditorily handicapped"). This definition does not include pupils participating in language programs conducted by speech correctionists on a general basis.

EMOTIONALLY DISTURBED (ED) - means the exhibiting of behaviorial disorders over an extended period of time which adversely affects educational performance and may be characterized by any of the following manifestations: an inability to learn which cannot be explained by intellectual, sensory or health factors: an inability to build or maintain satisfactory interpersonal relationships: inappropriate behaviors or feelings under normal circumstances; a general or pervasive mood of unhappiness

or depressions, and/or the development of physical symptoms or irrational fears relating to personal or school problems. This definition does not include social maladjustment as described in these regulations.

MENTALLY RETARDED (EMR) (TMR) - means possessing an intellectual capacity below the average range of intelligence and having deficits in adaptive behavior which adversely affect educational performance and social functioning as distinguished by the following"

1. "Educable" means a level of retardation which is characterized by intellectual capacity, as measured by a clinical test of intelligence, within a range encompassing approximately one and one-half to three standard deviations below the mean and a low level of ability to think abstractly.

2. "Trainable" means a level of retardation which is characterized by intellectual capacity, as measured by a standardized clinical test of intelligence, which falls beyond three standard deviations below the mean: an inability to use symbols in the solution of problems of even low complexity: and an inability to function socially without direct and close supervision.

3. "Eligible for day training" means a level of retardation characterized by an inability to give evidence to a basic child study team of understanding and responding in a positive manner to simple directions expressed in the mode of a primary communication and to express basic wants or needs due to mental retardation.

MULTIPLY HANDICAPPED (MH) - means the presence of two or more educationally handicapping conditions which interact and result in problems so complex that placement in programs designed for a single handicapping condition will not result in significantly meaningful educational growth and achievement. All such educational handicaps shall be indicated for classification of the pupil. Eligibility for speech correction services as defined in these regulations shall not be indicated as one of the handicapping conditions which form the basis for a pupil being classified "Multiply handicapped."

NEUROLOGICALLY OR PERCEPTUALLY IMPAIRED (N.I. - P.I.) - means impairment in the ability to process information due to physiological, organizational or integrational internal dysfunction which is not the result of any other handicapping condition as defined in these regulations. The condition is distinguished by the following:

1. "Neurologically impaired" means a severe and specific impairment, disorder or dysfunction of the central or peripheral nervous system which adversely affects the educational performance of a pupil and is not manifested as any other educationally handicapping

conditions described in these regulations.

2. "Perceptually impaired" means the exhibiting of a specific learning disability due to a disorder in one or more of the basic psychological processes involved in understanding and learning and which affects the ability to listen, think, speak, read, write, spell and learn arithmetic to the extent that special education and related services are necessary for achievement and successful performance in an educational program. This definition does not include the manifestation of learning problems which are due primarily to any of the other educationally handicapping, conditions described in these regulations or to environmental, cultural or economic disadvantage.

ORTHOPEDICALLY HANDICAPPED(OH) - means a condition which, because of malformation, malfunction or loss of bones, muscle, of body tissue, necessitates special education or related services, special equipment, or special facilities to permit functioning of normal learning processes, participation in regular school activities and maintenance of interpersonal relationships.

SOCIALLY MALADJUSTED (SM) - means a pattern of social interaction which is characterized by conflicts which cannot be resolved adequately with the assistance of authority figures, of behavior that seriously interferes with the well-being or the property of others and is not due to emotional disturbance as defined in these regulations.

VISUALLY HANDICAPPED (VH) - means an inability to use ocular mechanisms to see within normal limits as defined by the following:

1. "Blind" means a condition in which visual acuity, with correction, is 20/200 or poorer in the better eye and which necessitates a knowledge and skill in the use of special devices or techniques, such as Braille, for education purposes.

2. "Partially sighted" means a condition in which visual acuity, with correction, is 20/27 or poorer in either eye, or, as a result of some other factors involved in visual functioning, inhibits the effective functioning in a learning environment without special education or related services.

4) - Q - What is a Resource Room?

A - A child who can cope with the regular classroom environment is given additional individual or small group help in areas of specific academic need through a resource room setting. He/she meets with the Resource Room teacher a maximum of two hours per day. The Resource Room teacher is certified to teach special education.

5) - Q - What is my financial and legal obligation if my child is placed outside of the home district?

A - None, if the district selects the placement as meeting your child's needs. (Please refer to Question 11 under "Administrator's Questions" for further details).

6) - Q - Do I have to allow the placement of my child decided on by the CST?

A - No. A parent may elect to employ due process procedures and request a review or hearing to discuss this conflict. Full particulars regarding procedures for due process can be found in the New Jersey Administrative Code (6:28-1.9) on pp 31-37, that is given to all parents upon classification of their child.

7) - Q - What is meant by "staffing"?

A - This is the term used to identify the time when all CST members and others involved with the review of a child for classification meet and compare their findings in order to determine the best possible educational setting for your child.

8) - Q - How long does it take to review and/or classify my child?

A - Time limits are specifically noted in New Jersey Law. (Please see response to Question 3 under Administrator's Questions).

9) - Q - They tell me my child is a child with special needs, yet she is to be "mainstreamed" most of the day. How is this possible?

A - Your child is moving in the direction of de-classification and probably needs only a limited amount of special help from the special education staff. Working with children with special needs does not always mean the deficiency in learning will be completely remediated for this may be an impossible goal. It may mean helping your child learn to cope with or adjust to the disability, so he/she can live a relatively normal life. We all have limitations and the goal of a good educational institution is to provide the climate and instruction most conducive to learning to the maximum of each child's potential. Equal opportunity to learn should not be misconstrued to mean all children have equal ability to learn.

10) - Q - I hear that there are many Federal and State projected budget cuts. How will this affect our special education programs?

A - Fortunately, the most severe cuts have not been in the area of special education. School planners are sensitive to the special needs of children and have made every effort to continue successful programs. Public Law

94-142 supports our pre-school programs and many of our professional staff members that work exclusively with special education students.

11) - Q - My son was referred to the CST because of poor behavior. They couldn't find anything wrong so he was not classified. Is this going to affect his school record? He'll be in high school next year.

A - School personnel are just as concerned as parents that records reveal a true picture of the student The work done by the CST is retained on file until he leaves that particular school. You may request these records not be passed on to his high school and the CST is legally obligated to comply. Further information on your rights as a parent regarding records can be found in the New Jersey Administrative Code, 6:3-2.1 to 2.8. A copy of the information can be obtained from the office of your CST.

12) - Q - What is my responsibility regarding transportation of my child to his/her new class placement?

A - Transportation will be provided at no cost to you by your child's school district. You are expected to have your child ready at the appropriate pick-up place at the pre-determined pick-up times. If your child is sick and will not be coming to school, it would be considerate to call the bus driver early in the morning, so he/she does not make an unnecessary stop. If, for some reason, you intend to take your child to school or pick him/her up early anytime, it is so the child's absence doesn't delay the bus run or the driver knows that even though he did not bring the child, he is in school and needs to be taken home.

13) - Q - If my child is tested by the psychologist does that mean he/she is mentally disturbed?

A - Not necessarily. The psychologist tests for academic and social skills as well as emotional stability. Our concern is that the child be enough in control of him/herself to be able to participate fully in the demands of schooling. The frustration of being unable to learn often leads to emotional tension. The purpose of special placement is to provide an environment conducive to learning with minimal stress and maximal learning potential.

14) - Q - Can I bring other professionals into a staffing meeting on my child, at my own expense?

A - Yes, you are free to supplement the information the district provides with additional persons or reports.

15) - Q - The teacher tells me she thinks my daughter may have a learning problem. Is there any place I can get financial help for hearing aids and such?

A - The district CST and the school nurse will be able to help you. Service organizations often provide funds as do local agencies. Through your school district screening program, the need for these community resources will be identified.

16) - Q - What is the Citizen Advocacy program in New Jersey?

A - This service provides you with professional help if you have some concern about whether or not you're getting treated fairly or if you don't understand something and want someone outside the school staff to help you understand. Your CST can put you in touch with this service.

17) - Q - My child is going to attend a pre-school program run by the State. Is that the same thing as having him/her in a public school program?

A - No. This pre-school program is an approved private placement approved by the State Department of Education. To be approved, it must fulfill all the requirements of certified teachers, physical environment, etc. It is operated by a non-profit organization and its Board, not by a public school district Board of Education.

18) - Q - My son has been classified as Trainable and is being enrolled in the Life Skills program. We come from another state and he has had very little school experience. He will be 21 in two years. What will happen to him then?

A - Hopefully, he will do well in his skills training and when he is twenty-one he will be eligible for the Occupational Training Center where he will be able to earn money and develop more skills so that he can become as independent as possible.

19) - Q - My child is presently attending a private school. It is a pre-school program. When she gets to kindergarten age do I have to have her tested before she can start regular school?

A - If the pre-school she is attending is specifically for remediation of some learning disability, be sure you inform the public school that she will attend that they may have access to her records. This will help the school administrator make the most appropriate placement for your child and avoid any misunderstanding in her first public school experience. If she is in need of continued special education placement and is public school age, it is helpful to inform the school at least six months prior to her entry date, so the CST can

complete evaluation of your child and be ready to make an appropriate placement as soon as she enters public school.

20) - Q - After my child is placed in a special class, who can I see to discuss her placement and who can I contact if I am not pleased with her progress?

A - Feel free to talk to the classroom teacher, any member of the CST, or the school administrator if you have questions about your child.

21) - Q - My daughter is 18 years old and is handicapped. Is she eligible for any financial help?

A - Yes. You should contact your local Social Security office. She is eligible for SSI.

22) - Q - How can I best support my child's placement in a special education class?

A - By reinforcing the concept that this placement will help him/her have a better learning experience and by showing a sincere interest in his/her school work each day. Talk with your child about individual differences emphasizing his strengths and positively accepting his areas needing improvement. If possible, accompany him on a visit to the school and class where he is to attend. Volunteer and actually work with other handicapped children; become active in parents' groups. This will show your child you care.

23) - Q - What grade level will my child be in as a special education student?

A - There is no grade level, as such. A child is evaluated and classified according to the CST's findings and a classification is assigned which best meets the child's situation. The individual education program spells out at what grade level the child is functioning in each subject and the teacher uses various techniques to help the child meet his goals in each subject area.

24) - Q - Will my child be cured of his learning disability?

A - A learning disability is not a sickness or disease so it is not "curable," as such. It's really a highly individual problem for which each child will be given an individual education program with goals and objectives and means of attaining them. With a proper program and sufficient support, a child can be helped to work up to his potential.

25) - Q - When will my child be able to rejoin his classmates in regular class?

A - All children respond differently to the intense, individual help provided in a special class. When possible, a child is mainstreamed into regular classes such as reading and math in which he appears to be able to succeed. If total achievement in all major subjects is satisfactory, the child may be placed in a grade appropriate regular class on a trial basis.

26) - Q - How will I know when my child is ready to return to a regular class?

A - Each classified student has his individualized education program (IEP) showing his status and goals in emotional, social and academic terms. This IEP is subject to change and each year it is reviewed and updated. Parents are invited to participate in this review so they can see how their child is progressing. In addition, regular parent-teacher communication is maintained. Report cards are sent home as with other students. As your child approaches readiness for return to regular class, you should already be pretty much aware of his progress.

27) - Q - How does my child actually get back into regular class?

A - In addition to regular parent-teacher contacts and annual review of your child's IEP each special student is re-evaluated at least every three years. If a student has progressed satisfactorily and his teacher and CST feel that the student can satisfactorily handle a regular class, a trial placement is made in a regular class. Sometimes, the changeover is made on a gradual basis with the student spending time in both regular and special class for a while

28) - Q - What happens if my child has problems after he is returned to a regular class?

A - Parent, teacher and CST will consult as to what can be done to help the child be successful. Change to another regular class, providing supplementary help in addition to regular class, recommendation for family counseling or return to special class are possibilities.

29) - Q - What about the long range future - will my child be able to hold a job?

A - The best prediction of future performance is immediate past performance. If a child handles grade school acceptably, he will do okay in high school. Experience has shown that classified students attend high school, vocational school and are successful. After graduation, many find jobs or go on for further education or on-job training before entering jobs.

30) - Q - How do I handle and help my family and child accept

the embarrassment of my child going into special education?

A - We all have different talents and abilities. Not all of us are equally good at school learning. Recognize and praise your child for his good traits and accomplishments. Present special education as an opportunity for your child to learn and progress at his own level in school.

31) - Q - Won't being in special education hurt my child psychologically?

A - Experience has shown that most special students after a short while begin to do better in school, feel relieved of pressure because they are able to work at their own level and pace. With skillful, caring direction they find they can do school work and they soon begin to feel better about school and themselves in general.

32) - Q - What should I tell my child about his classification and special class?

A - Although this will vary with the child and his classification generally, you should be guided by the extent to which your child is aware of his classification or how he sees himself as having "something wrong" with him. A positive attitude by the parents, viewing the classification a step toward resolving the problem is very important.

33) - Q - Why is my child being put in a special class instead of resource room or getting extra help?

A - The child's progress in regular class and the results of the CST evaluations are carefully weighed and a decision is made as to what approach would be most helpful to each student. If your child is recommended for a special class, it usually means the child will best benefit by the structure, support, individualized attention and follow through which are a part of such a program.

34) - Q - Will my child's negative behavior lead to more serious problems as he gets older?

A - Consultation with the CST and other professionals is helpful since they will likely know your child more specifically. They can give you suggestions and make specific recommendations as to positive steps you can take. There is evidence, however, that most learning disabled children adjust to their individual situations satisfactorily by the time they reach late adolescence.

35) - Q - What is a learning disability?

A - A disorder or delayed development in one or more of the processes of speech, language, reading, writing, arithmetic or other school subjects caused by possible minimal cerebral dysfunction (disorder of perception or attention deficit disorder) and/or emotional or behavioral disturbance.

36) - Q - Can a learning disabled child do average classwork without being classified and put in a special class?

A - It is possible that a child with a learning disability can produce average work if he puts forth sufficient effort. Quite often, however, he has more basic deficits in processing what he hears and sees so he experiences problems keeping up with his class. Special education gives him a chance to improve his processing of sights and sounds and, as a result, improve his learning.

37) - Q - Does a child who had some brain damage and has a learning problem nearly always have some emotional problems?

A - Perceptual impairment is one of the most common results of brain damage but behavior disorders usually follow such central nervous system damage. As a result, many children with learning problems also are active, restless and distractible. They may have problems controlling their emotions, many overreact to situations, frustrate easily and withdraw. The level of emotional disturbance varies with each child.

38) - Q - What do I do at home to help my classified child?

A - One of the major problems of the classified (special education) child is that of poor self-concept. He needs consistent firmness without punitiveness. Otherwise, his outbursts will bring on further violent reactions. Specific, clearly stated instructions, help the child understand. Regular schedules in daily activities, reasonable sharing of responsibilities at home with adequate rewards and praise will increae the child's self-acceptance and improve his self-concept.

39) - Q - Should we go for family counseling-what good will it do?

A - Deciding to go to counseling is an individual matter. Being a parent of a child with learning problems, particularly, if there is an emotional problem involved, is a huge responsibility. It requires courage and inner strength. Counseling is advisable if it helps parents and child better understand the nature of the learning problem, helps parents positively support the child and helps the parents become contributing partners in the improved development of the child.

40) - Q - Are learning disabilities inherited?

A - No one is certain if they are hereditary. Although learning problems can be traced through several generations of some families, no one is certain what it is that might be inherited in cases like these. In many more cases, there is no family predisposition and a child may be the first in his family to have an identified learning disability.

41) - Q - What causes learning disabilities?

A - There is no single cause for learning disabilities. They may be due to some difficulties related to the genetic or bio-chemical makeup of the child. There may be an accident causing some brain damage before or during birth and/or illnesses and injuries occuring during the years critical to the development and maturation of those parts of the central nervous system having to do with perception, language, control of impulses and motor control.

42) - Q - What can a special class do for my child's emotional problems?

A - Often, as a child sees himself progressing and becoming like others in school learning, he begins to see himself in a more favorable light. As learning problems are handled more easily often sizeable personality gains are made by a learning disabled child. Special education teachers are trained in techniques of positive reinforcement and behavior modification and dealing with children's feelings in a helpful way. This often helps a child better handle his emotional problems.

43) - Q - How will other children treat my child in a special class?

A - Other children react in different ways to special education students. Teachers of special education attempt to help their students get along with and deal with possible negative treatment by other students. These special education teachers work closely with teachers of students in regular classes in order to sensitize them to appreciate and respect the rights of special students. More work needs to be done in helping all students get along with their fellow students, however.

44) - Q - What happens with my child' special education evaluations and special records after he is returned to regular classes?

A - Records are kept permanently in the public school of the child's last attendance showing pupil's name, date of birth, sex, address, telephone number, grades, attendance record, grade level completed,

year completed, name(s), of parent(s) or guardian(s) and citizenship status. Information other than this may be destroyed after that information is no longer necessary to provide educational services to a pupil.

45) - Q - If my child remains in special education, what kind of diploma will he receive?

A - A regular diploma. There will be no record that your child was in special education.

## Responses to the School Administrator's Questions

1) - Q - How can I respond most effectively to the school board member who asks why we place a growing number of classified children outside the district rather than having classes in our own district?

A - In a small district, it is impractical and impossible to have classes for all the varied classifications for often a small district has only one AH child or only a few CH children. By placing these children together in one class from several districts, we are able to provide a comprehensive program best suited to the child's needs. Private placement is often necessary, for the unique needs of a child may necessitate the services of other experts other than the classroom teacher. The Individual Educational Plan (IEP) clearly identifies the needs of the child and the CST is obligated to find the placement that will best suit these needs. Every effort is made to place the child within his/her district when possible. Outside placements are made only when the district is unable to provide the services needed by the child.

2)- Q - Why does it seem to be so difficult to get a child out of special education? Once they are labeled, they seem to be destined to continue in that classification.

A - There are more children classified each year because we are becoming more sophisticated in evaluating growth and development. As an administrator, it is important for you to be aware of the de-classification process. By law, each classified child must be re-evaluated every three years in order to measure his/her prog and determine whether or not he/she can be returned completely to the regular school classroom. Then he/she will be de-classified. In addition, each child is evaluated yearly by his teacher to be sure that he/she is given every opportunity to return to the regular class. Mainstreaming classified children has done much to help lay the foundation for readiness for successful de-classification of a student.

3) - Q- How long after I have referred a child should I expect to wait before the CST completes its evaluation and determines the student's classification?

A- Within seven days after receiving parental approval, the child must be referred to the CST for evaluation. A comprehensive evaluation leading to a decision on classification of a pupil shall be completed within 60 calendar days from the date a pupil has been referred to the CST. Actual placement in a classroom should be completed as soon as possible after the classification has been determined.

4) - Q - What do I do with a student's records when he is officially de-classified?

A - Destroy them.

5) - Q - If a teacher feels that a mainstreamed child is ready for regular placement does he/she have to wait for the annual review of the IEP before a change in placement can be made?

A - No. The CST should be kept informed of this progress and adjust the student's academic program appropriately.

6) - Q - Is the classroom teacher required to have a conference with the parents of classified children mainstreamed in his/her class?

A - If it is professionally necessary to do so in order to provide the best relationship between home and school, a parent conference is of great importance. A mainstreamed child should be treated like any child in school. The teacher works in harmony with the CST and conferences are helpful to both in fostering better understanding.

7) - Q - Just exactly what is my part in this whole classification process? What if I don't agree with the decision of the CST?

A - Your signature on the final classification indicates that you agree with the placement and accept the financial responsibility for it through your Board, if it is an outside district placement. All outside district placements are officially approved by your Board through your recommendation.

8) - Q - How can I show parents that our school complies with laws dealing with the handicapped?

A - Visually, they can see the areas you have adjusted to comply with Section 504C of the Rehabilitation Act of 1973 through ramps and parking areas for the handicapped. In addition, your programs will demonstrate your sensitivity to the needs of the handicapped when you practice mainstreaming, support self-contained special education classes and provide resource rooms.

9) - Q - What should I expect from the resource room teacher in relation to the student's regular classroom teacher and studies?

A - The resource room teacher, using the IEP as a guideline, should work very closely with the student's classroom teacher so that he/she will be able to be successful in the regular classroom. The resource room teacher should provide the instructional needs that will reinforce the subject matter required of the student in his regular class. Therefore, you can expect the resource room teacher to be working closely with the regular classroom teacher at all times.

10) - Q - Who is responsible for referring a child that is having learning difficulties?

A - A child may be referred by you, the administrator, the parent, the teacher or other school personnel. Referrals usually originate through the classroom teacher who has the closest relationship with the child. The chief administrator may also make the referral after a parental request. Who makes the referral is unimportant. The follow-up by the CST is the important factor.

11) - Q - What expenses can I expect the parent to cover when my CST selects a private school placement for one of my students?

A - None. The school accepts the complete cost of this placement when it decides the placement is the best educational setting for a child.

12) - Q - Is my school district responsible for all cost of residential placement also?

A - If the CST has determined this as the most appropriate placement, the school district is responsible for all costs. Often residential placement is made by the Division of Youth and Family Services. If the parent selects a residential placement rather than the placement suggested by the CST, the parents must cover all costs for the placement.

13) - Q - If a child leaves my district, what is my responsibility regarding the retention of classified records as well as the transfer of these records to his/her new school district?

A - Just as you keep the students' regular cumulative folder, it is advisable that you retain his/her classified materials. It is suggested that classified material be stored separately from the regular materials. In order to transfer materials from one district to another, it is advisable to receive parent permission although such permission is not required when the transfer is within the home state. Outside of state transfers of classified material must be accompanied by parent permission. Since the validity of classified materials is approximately three to five years, it is recommended that materials that have not been updated and are of this duration be destroyed rather than forwarded to another district. They certainly can serve no educational purpose and would more than likely place an unjustified label on the student.

14) - Q - What procedure do you recommend in regard to parent review and receipt of classified records?

A - According to the Buckley Law, parents have access to any and all records on their children. Students, 18 years and older, are considered adults and they, therefore,

have access to all their records. It is suggested that any parent interested in reviewing his/her child's records be able to do so in the presence of a CST member who can readily respond to questions that arise from this review. It is for this reason CST members are cautioned to keep comments objective rather than subjective. Parents may have a copy of their child's records and can also request deletion of certain materials. This decision should be made only in the presence of a CST member and a school administrator. Under no condition should a students' classified material be shared with anyone outside the school staff without the parent's permission.

15) - Q - What do you do with a parent who says, "I will not sign this IEP. I disagree with the classification and I don't think much of the plan. Just put my child right back in his regular class"?

A - It is important to take into consideration that no one is happy to discover his/her child is less than perfect so this rejection is not uncommon. If after discussion with the CST, the parent still is resistant to classification, the school may follow the due process procedure to have help in making the classification. The parent may also respond through due process. Details on this procedure can be found in the New Jersey Administrative Code booklet distributed to all parents of referred and/or classified students. Please see Question 6 in the Parent's section for further information.

16) - Q - What do you feel is the best quality of an administrator in relation to special education classes in his/her school?

A - The quality of fairness, understanding and open-mindedness can be exhibited by including the special education classes in all school activities and making these teachers feel comfortable as members of your staff. Your special education students will be functioning in an environment conducive to learning.

## Responses to a Classified Student's Questions

1) - Q - What is wrong with me that I must be placed in a special class?

A - You have been having trouble learning in your regular classroom so you have been placed in a special class where there are less students and you can get more personalized attention and special lessons to help you in your school work.

2) - Q - Will I do some of the same things in a special class as I now do in my regular class?

A - Yes, in fact if your special class is in the same school as your regular class, you may have some of your activities such as gym or lunch with your regular classmates. If your special education class is in another school or district, you will find new friends and many of the activities you had in regular class will be the same in special class.

3) - Q - Will I get a reading book and math book?

A - Yes, you will be working in much of the same material as before but you will have more personalized help because of the smaller classes.

4) - Q - Will I ever catch up and go back to regular class?

A - The special education teacher will work very hard in helping you do just that. The goal for you is to get you back into the regular class. After a while, you will probably be mainstreamed or placed in a resource room part-time and in a regular class part-time. When you are mainstreamed, you will be participating in classes and activities with a regular class. In a resource room, you will be in a regular class most of the day and, at the most, two hours a day in the resource room.

5) - Q - Will I still have gym, art and music?

A - Yes, according to Law you are entitled to all these programs.

6) - Q - What kind of report card will I get?

A - In some schools, you will get the same kind of report card as when you were in regular class. In other schools, you will receive a special report card that will clearly show your progress.

7) - Q - What is an IEP?

A - An IEP is an Individual Educational Plan written especially for you. It tells your teacher exactly what you are to learn and the best way to teach this to you.

8) - Q - Do I have anything to do with writing my IEP?

A - Your teacher, after you have been in your special education class, will tell you what your strengths and weaknesses are. Together you will identify your goals and plan how you can reach any objectives you set for yourself.

9) - Q - Can I disagree with or add suggestions to my IEP?

A - Yes.

10) - Q - What do I say to my friends when they ask me what grade I am in?

A - Usually, your Special Education class is the same grade as your regular class. Sometimes there are several grades in one class such as first to third. If you would be in a regular third grade class then you can tell your friends you are in third grade because that is true. When you are de-classified (returned to regular class) some years later, you will return to your proper grade, not the grade you were in when you were placed in the special education class.

11) - Q - How do I explain to my friends what is wrong with me?

A - When you are placed in a special class, that class has a special classification such as Perceptually Impaired or Communication Handicapped. These classifications tell you the area of learning in which you need help. You can tell your friends that you are in a special class to get special help in some areas where you have been having trouble learning. They will understand because they saw that you had trouble in class and if they are truly your friends, they will be happy to hear you are getting help.

12) - Q - Why do some students from the regular classes make fun of me?

A - Unfortunately, sometimes people do not understand that others are different than they are. Some people that have very poor manners laugh at or make fun of people that are a different color or talk different or are crippled. It is not a pleasant experience but if someone makes fun of you, it is best to ignore him/her, pay no attention--and feel sorry for him/her that he/she has such poor manners and is so misinformed.

13) - Q - Who do I play with at lunch time, my mainstreamed friends or my regular homeroom friends?

A - You should play with whomever you wish and not separate your friends because of their grade or class placement. These placements are for academic skills, not playground skills and should have no effect on your success and fun in play activities with your friends.

14) - Q - How do I explain to my friends that I am in a lower book than they are even though we're the same age?

A - There should be no need for an explanation because in every grade there are students reading from different books at different levels. They are not classified students or in special education classes.

15) - Q - Should I volunteer to read or do projects in my mainstreamed classes?

A - Yes, you should do your best and work as hard as you can as you would in any class.

16) - Q - I think my parents are disappointed in me because I have to be in a special class. How do I deal with that?

A - Your parents are probably not disappointed in you but concerned about your progress and welfare. Parents usually want only the best for their children and once they understand how this special placement can help you, they will feel better about it.

17) - Q - My sister is younger than me but reads better than I do. This is embarrassing and sometimes I feel ashamed. How do I handle that?

A - Every person can always find another person who can do something better than he/she. You have a problem learning to read which your sister doesn't have so she reads better. I am sure there is something you can do better than your sister. What you need to do is learn all you can about yourself and work every day building both your strengths and your weaknessess. Wouldn't it be a boring world if we were all exactly the same? Being different makes life interesting.

18) - Q - When I graduate from high school from a special education class, will I get a regular diploma?

A - Yes, if you satisfactorily complete all the work required.

19) - Q - Will I be able to go to college if I get good grades?

A - Yes, there are colleges for all different interests. If you get good grades and do well in your college entrance exams, you should be able to find a college you can attend. Your school counselor can help you with this.

20) - Q - Will it hurt me to have been in a special class when I want to get a job?

A - Ordinarily when you apply for a job your employer is only interested in your diploma and not any specific grades. If you are physically handicapped, you may find restrictions in the job market. If you do not

have any special skills like typing and clerical skills, that may limit you. A record of poor behavior may prevent you from getting a job with some government restrictive service, such as the FBI. Being in special class is not the problem. How much you learned in school and the skills you have are important in getting any job and keeping the job.

**Responses to Questions of the School Bus Driver**

1) - Q - Should I handle the special education students any differently than the regular students?

A - The special education placement of a child outside his own school district is sometimes frightening. He/she is placed on a vehicle with other children he/she does not know and is going alone to a school that is unfamiliar to him/her. Therefore, the special education child should be given the same sensitive treatment that you would offer a child new to the district for even though he/she is not "new", he/she is moving into a new experience and needs to feel as secure as possible under the circumstances.

Listed below are some common sense tips for maintaining discipline on school buses. These tips have proven their value over literally millions of miles of safe school bus transportation and were provided by the New Jersey Bureau of Pupil Transportation:

- Never give an order you do not mean to enforce.
- The response of the child is action. Give your command to stimulate action, not to check it. Say "do this" rather than "don't do that." Suggest an action which can be successfuily obeyed.
- Give a child time for reaction.
- Have a reason for what you ask a child to do, and when possible take time to give the reason--he can see the point if you can.
- Be honest in what you say and do. A child's faith in you is a great help.
- Be fair; it isn't punishment, but injustice that makes a child rebel against you.
- Be friendly. Always show an interest in what they are doing.
- Commend good qualities and actions.
- Try being constructive, not repressive, in all dealings with children.
- Remember that a sense of humor is extremely valuable.
- Never strike a child. It may seem to be the easiest way, but it usually aggravates the problem.
- Do not judge misconduct on how it annoys YOU.
- Do not take your personal feelings and prejudices out on the children.
- Maintain poise at all times. Do not lose your temper.
- Remember--"The tongue is the only keen-edged tool which grows sharper with constant use." Do not nag, bluff, or be officious.
- Look for good qualities--all children have them.

- Do not pick on every little thing a child does. Sometimes it is wiser to overlook some things.
- Bear in mind that misbehavior is seldom willful. There usually is a cause and it may be in yourself or some other influence outside the child.
- Listen for suggestions and complaints from the children.
- Follow-up all cases which have been disciplined. Be certain that you still have the respect and confidence of the child.
- Be sincere in your work.
- Set a good example yourself.
- Intelligence in handling youth consists of thinking faster than they do. If they can out think you, you are not using your maturity, and the advantage of your greater education. You should see possibilities and avoid problems. This is the secret of leadership.
- Defiance to established procedure comes from failure in some adult to keep the situation in hand. It is far wiser to give some simple directions that will be mechanically obeyed and pick up the reins of control in a quiet way.
- Never hold a child up to public ridicule. It is the surest way of creating a discipline problem.

2) - Q - What can I expect from the parents of special education students?

A - You can expect the parents to see that their child is ready for school on time and waiting at the proper pick-up location. You can also expect the parent to be home to meet the child at the end of the school day or have made arrangements for someone else to meet the child.

3) - Q - If a child is very disruptive on the bus who can I go to for help?

A - The principal of the school that the child attends should be informed of any discipline problem. He/she will handle it according to school policy.

4) - Q - What do I do if I arrive at the home of a handicapped child and there is no one there to care for him/her?

A - If no other arrangements have been made, return the child to your administrative office(the administrative office of your school district) and someone there will contact the parents for pick-up.

5) - Q - I have an aide on my bus. What is her responsibility?

A - The aide is responsible for order on the bus so that you can drive without distraction.

## CONCLUSION

Perhaps there are other questions that come to mind as you review this booklet. If so, you are encouraged to consult the CST or any other appropriate staff member.

It is important that you bear in mind that a child is classified in order to provide the best educational climate possible. The support of parents, teachers, administrators and others is vital in making the placement work. The student must want to succeed for there is no way that a child will learn if he/she does not want to learn. Presenting school as an exciting, challenging experience instead of a "holding-station" until a person is old enough to leave is important. The cooperative teamwork of home and school presents an unbeatable pair. No member of the team--parent, student or school and community personnel should sit back and let the other carry the weight of responsibility. A combined effort will assure success which is the goal for which we all strive.

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